

CAREER
CLUSTER
FRAMEWORKS

Connecticut State Board of Education
June 1998

Contents

Introduction

Academic Content Standards — 1-58

Language Arts — 3-20

Mathematics — 21-32

Science — 33-58

Technical and Employability Content Standards — 59-105

Arts and Media — 59-63

Business and Finance — 64-68

Construction Technologies and Design — 69-74

Environmental, Natural Resources and Agriculture — 75-80

Government, Education and Human Services — 81-87

Health and Biosciences — 88-93

Retail, Tourism, Recreation and Entrepreneurship — 94-98

Technologies: Manufacturing, Communications and Repair — 99-105

Introduction

The Connecticut School-to-Career (STC) System is a partnership in which educators, parents, organized labor, state agencies and the community work together, in a systematic approach, to effectively prepare students for the needs and demands of the global marketplace. Linked to Connecticut's Common Core of Learning, School-to-Career is designed for all students, beginning in elementary school and continuing into postsecondary education and training and lifelong learning.

It includes three core elements:

- **SCHOOL-BASED LEARNING**
Relevant classroom instruction based on high academic and occupation specific skill standards.
- **WORK-BASED LEARNING**
Structured learning and training experiences and mentoring at work sites.
- **CONNECTING ACTIVITIES**
Activities that integrate classroom and workplace learning, student and employer partnerships, mentorships that build and maintain bridges between school and work, and businesses that provide workplace experiences for educators.

The Connecticut Career Certificate (CCC) is designed to be a portable credential attesting mastery of academic, employability and technical skills in one of eight career clusters. Each represents a range of occupations sharing a set of skills and knowledge.

The academic content and performance standards are the same for all eight career clusters, while the technical and employability content and performance standards are specific to each cluster.

The 8 career clusters are:

- Arts and Media
- Business and Finance
- Construction Technologies and Design
- Environmental, Natural Resources and Agriculture
- Government, Education and Human Services
- Health and Biosciences
- Retail, Tourism, Recreation and Entrepreneurship
- Technologies: Manufacturing, Communications and Repair

Mastery of the CCC cluster-related skills will be demonstrated by successful achievement on one of the following assessments: The 8th grade Connecticut Mastery Test (CMT), The 10th grade Connecticut Academic Performance Test (CAPT), The Scholastic Assessment Test (SAT), The CASAS ECS Level C, The CASAS ECS Level D or on a Nationally Recognized Test. Technical skills identified in the cluster frameworks represent the skill requirements established by the Connecticut School-to-Career partnership. These performance-based student outcomes address the entry-level skills necessary for employment in this cluster. All technical skills are sequential in the process of the continued development of a student's career goals.

Along with technical and employability skills, students striving for the CCC must demonstrate disciplined-based and interdisciplinary understandings and applications. While the CCC identifies technical, employability and academic competencies, it is the interrelationship among these areas and the student's ability to transfer this knowledge across areas in a career setting that will provide the ultimate indicator of success.

In addition to making academic and technical learning more relevant and rigorous for all students, School-to-Career will better equip young people with those skills necessary to make meaningful decisions regarding their lives and careers. Mastering these skills will result in students becoming more responsible and valuable contributors in both the community and the workplace. Necessary employability and life skills include the abilities to solve problems independently and in teams, communicate clearly and effectively, have a solid work ethic, be flexible and manage one's work and life responsibly. Adult role models, including mentors, teachers, counselors and workplace supervisors, provide guidance and examples to students in the development of these attributes necessary for successful lives and careers.

Like the Common Core of Learning, the Career Cluster Frameworks should be viewed as integrated and relevant. The academic skills are introduced at the elementary level and continue through the secondary level. The employability and technical skills may be introduced at the elementary level, while they are more focused in the secondary years of education.

Arts and Media Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Arts and Media Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits that are valued in the workplace, including pride in good workmanship, dependability and regular attendance;
- explore a range of careers and acquire specific knowledge or experience in the Arts and Media Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills, including planning, organizing, evaluating, creating and performing in Arts and Media.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills, including planning, organizing, evaluating, creating and performing in Arts and Media.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Occupation-Specific	Occupation-Specific	Computer Applications
<ul style="list-style-type: none"> • know how to operate cameras and related equipment; • know how to develop film; • have knowledge of the equipment for the occupation; and • will be able to operate machinery related to the job. 	<ul style="list-style-type: none"> • understand and use dance notation; • understand the technology of the industry; • apply technical knowledge and skills to create functional scenery, properties, lightning, sound, costumes and makeup; and • know how to safely operate technical equipment relating to productions. 	<ul style="list-style-type: none"> • have familiarity with computers; • use word processing programs; • use database programs; • use computer tools to locate information; • understand computer graphics; and • understand CAD technology.

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Teamwork	Personal Attributes	Customer Service Skills
<ul style="list-style-type: none"> • work effectively in a team context; • follow verbal and written instructions; • take the initiative as the situation demands; • provide support to others (e.g. staff, peers, management, customers); and foster creativity and innovation. 	<ul style="list-style-type: none"> • take responsibility for their own decisions and actions; • take the initiative as the situation demands; • maintain high standards of personal behavior; • demonstrate a positive self-concept, responsibility, self-reliance, motivation, persistence and intellectual curiosity; • follow verbal and written instructions; • persist until the job is done; • work without close supervision; • accept responsibility for production and quality; • keep personal conflicts from impeding job performance; • work effectively under stress ; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; and • maintain a professional image. 	<ul style="list-style-type: none"> • adopt a customer-service orientation; • gather information from various sources to identify prospective customers and markets; • communicate with customer in a professional manner; • maintain accurate and complete information about customers; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor an implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met; • make alternate recommendations; and • analyze customer feedback to improve the internal customer support process.

Grades 9 - 12 PERFORMANCE STANDARDS <i>continued</i>

	Educational experiences will assure that students:	
--	--	--

	Adaptability	
--	---------------------	--

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• accept changes without complaint;• perform more than one assignment as required;• recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job;• adjust their personal style according to the demands of the situation and the individual involved;• handle several projects or tasks simultaneously; and• transfer newly acquired knowledge and skills to new situations. | |
|--|---|--|

Business and Finance Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Business and Finance Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
- explore a range of careers and acquire specific knowledge or experience in the Business and Finance Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills, including analyzing, administering, researching, communicating, producing and managing in Business and Finance.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills, including analyzing, administering, researching, communicating, producing and managing in Business and Finance.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Information Technology	Computer Knowledge	Computer Knowledge
<ul style="list-style-type: none"> • understand products and services; • understand and describe terminology; • understand the financial dynamics of a business and how it functions, how the parts fit together, how it operates in the marketplace, how it competes, its key leverage points, and how actions and decisions translate to the bottom line; • understand how the economy affects business risk and returns; • understand economic trends and business cycles in the USA during the 20th century; and understand the development of business regulation. 	<ul style="list-style-type: none"> • use basic computer for data communications, such as using the Internet and electronic mail, teleconferencing and faxing; • use computer to format labels, manuals, charts and graphs, and do mail merges and database management; • use computer for basic bookkeeping functions; • understand and use DOS, LAN, programming, hardware, and networking; and • establish and maintain document and information storage, backup and retrieval system. 	<ul style="list-style-type: none"> • operate a personal computer; • have keyboarding skills; • use word processing software; • use spreadsheet software; • use specialized software such as desktop publishing or graphics composition programs (proficient with numbers, symbols, keypad; possess accuracy, rhythm, speed); • use database software; and • use CD-ROM's.

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Teamwork	Personal Attributes	Customer Service Skills
<ul style="list-style-type: none"> • create, build and manage relationships across lines of authority to accomplish business results via a collaborative style; • work effectively in a team context; • follow verbal and written instructions; • work effectively under stress; • provide support to others (e.g., staff, peers, management, customers; and • foster creativity and innovation. 	<ul style="list-style-type: none"> • take the initiative as the situation demands; • assume responsibility for their own decisions and actions; • demonstrate a positive self-concept, including responsibility, self-reliance, motivation, persistence, intellectual curiosity, integrity and dependability; • persist until the job is done; • work without close supervision; • accept personal responsibility for production and quality; • keep personal conflicts from impeding job performance; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; and • maintain a professional image. 	<ul style="list-style-type: none"> • adopt a customer service orientation; • gather information from various sources to identify prospective customers and markets; • maintain accurate and complete information about customers; • communicate with customers in a professional manner; • document and process customer information and orders; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met; and • analyze customer feedback to improve the internal customer support process.

Grades 9 - 12 PERFORMANCE STANDARDS <i>continued</i>

Educational experiences will assure that students:
--

Adaptability

- | |
|---|
| <ul style="list-style-type: none">• accept changes without complaint;• perform more than one assignment as required;• recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job;• adjust their personal style according to the demands of the situation and the individual involved;• handle several projects or tasks simultaneously; and• transfer newly acquired knowledge and skills to new situations. |
|---|

Construction Technologies and Design Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Construction Technologies and Design Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
 - acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
 - explore a range of careers and acquire specific knowledge or experience in the Construction Technologies and Design Cluster;
 - explore career and postsecondary educational opportunities through performance-based learning experiences;
 - manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
 - expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills, including planning, designing, organizing, coordinating, constructing and maintaining in Construction Technologies and Design.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills, including planning, designing, organizing, coordinating, constructing and maintaining in Construction Technologies and Design.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Diagnostics	Data Interpretations	Computer Knowledge
<ul style="list-style-type: none"> • use basic hand tools; • test equipment; • troubleshoot and repair equipment and/or recommend improvements; • apply physics principles associated with mechanics, pneumatics, hydraulics, electronics and electricity to job; • identify resources to complete a job task; • use programmable controllers. • build processes and prototypes to internal product design, engineering instructions and customer specs; • maintain inventory levels, quality, availability and flow; • apply principles of electricity, plumbing, compressed air systems, HVAC systems and carpentry to job tasks; and • demonstrate mechanical aptitude. 	<ul style="list-style-type: none"> • interpret values from test equipment; • interpret measuring instruments; • interpret blueprint specifications; • interpret and follow directions; • use statistical techniques including mean, median and standard deviation; • estimate materials and volume; • interpret results from quantitative data; • interpret two-dimensional drawings; • determine quality level to decide whether or not to continue process; • apply health and safety, environmental, and fire prevention compliance issues to job tasks; and • apply OSHA safety hazardous material regulations to job tasks. • apply legal requirements and government regulations to job tasks (codes, specifications, etc.); and • set quality criteria and test the outcome against the criteria. 	<ul style="list-style-type: none"> • use spreadsheet software; • use word processing software; • enter simple data, including personal information and alphanumeric variable data, following menu-driven instructions on the screen and/or clearly defined user documentation; • apply computer concepts to job tasks; • operate a personal computer (PC); • use CAD/CAM; • use CD-ROM; • use database software; and • use specialized software.

Grades 9 - 12 PERFORMANCE STANDARDS *continued*

Educational experiences will assure that students:

Communications

- write various reports;
- prepare service bills; and
- establish and maintain customer dialogue both internally and externally.

Educational experiences will assure that students:

Concepts

- have basic knowledge of general management principles;
- have basic knowledge of project management;
- have basic knowledge of cost analysis; and
- have basic knowledge of contracts, bids and proposals.

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Attitude	Personal Attributes	Teamwork
<ul style="list-style-type: none"> • accept personal responsibility for production and quality; • keep personal conflicts from impeding job performance; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; • demonstrate appropriate codes of conduct, values, honesty, integrity, dependability, flexibility and pride; and • maintain a professional image. 	<ul style="list-style-type: none"> • take the initiative as the situation demands; • assume responsibility for their own decisions and actions; • maintain high standards of personal behavior; • demonstrate a positive self-concept, responsibility, self-reliance, motivation, persistence and intellectual curiosity; • follow verbal and written instructions; • persist until the job is done; • work without close supervision; and • work effectively under stress. 	<ul style="list-style-type: none"> • work effectively in a team context; • follow verbal and written instructions; • take the initiative as the situation demands; • provide support to others (e.g., staff, peers, management, customers); and • foster creativity and innovation.

Grades 9 - 12 PERFORMANCE STANDARDS *continued*

Educational experiences will assure that students:	Educational experiences will assure that students:
Customer Service Skills	Adaptability
<ul style="list-style-type: none"> • adopt a customer service orientation; • gather information from various sources to identify prospective customers and markets; • communicate with customers in a professional manner; • maintain accurate and complete information about customers; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and/or training; • monitor an implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met, and • make alternate recommendations. 	<ul style="list-style-type: none"> • analyze customer feedback to improve the internal customer support process; • accept changes without complaint; • perform more than one assignment as required; • recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job; • adjust their personal styles according to the demands of the situation and the individual involved;and • handle several projects or tasks simultaneously; and transfer newly acquired knowledge and skills to new situations.

Environmental, Natural Resources and Agriculture Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Environmental, Natural Resources and Agriculture Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
- explore a range of careers and acquire specific knowledge or experience in the Environmental, Natural Resources and Agriculture Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills, including collecting, analyzing, classifying, comparing, treating and regulating in Environmental, Natural Resources and Agriculture.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills; including collecting, analyzing, classifying, comparing, treating and regulating in Environmental, Natural Resources and Agriculture.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Biological Sciences	Physical Sciences	Related Knowledge
<ul style="list-style-type: none"> • use basic biology concepts; and • use basic zoology concepts. 	<ul style="list-style-type: none"> • apply non-stoichiometric real-world reaction concepts; • apply concepts of safe handling of chemicals and fire hazards; • apply basic fluid flow concepts, mass flow and contaminant flow; • apply temperature, pressure and volume relation concepts; • use basic physical chemistry measurement instruments; • operate, calibrate and maintain basic chemical and physical measurement instruments; • apply techniques elementary chemical sampling and testing; • demonstrate basic wetlands classification knowledge; • understand basic physics concepts; • understand basic concepts of chemical reactions and effects; • understand basic chemical properties and use concepts; • use basic ecology principles; • understand basic hydrogeology concepts; • use basic concepts of cycles; • use basic concepts of contours and gradients; and • use basic knowledge of animal care requirements, including animal facilities, disease and prevention. 	<ul style="list-style-type: none"> • use basic toxicology concepts; • use basic ecology principles; • apply basic scientific method; • know how machines are built and how they work; • know residuals, contaminants and by-products from processes; • know principles of measuring instruments; • know basic production processes; • understand basic chemical sampling and testing principles; • know basic environmental regulatory concepts; • know basic electricity concepts; • know basic chemistry concepts; and • know basic gas and liquid flow control concepts.

Grades 9 - 12 PERFORMANCE STANDARDS *continued*

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Computer Knowledge and Skills	Speaking, Listening and Processing	Logic, Problem-Solving and Analytical
<ul style="list-style-type: none"> • use keyboard, disks, printers and modem; • input, retrieve, store and manipulate information; • use word processing programs; • use database programs; • use spreadsheet programs; • use drawing and drafting programs; • use computer tools to locate information; • use basic computer tool operations; and • interface measuring instrument with the computer. 	<ul style="list-style-type: none"> • phrase technical concepts clearly; • use correct professional terminology; • repeat information accurately; • wait and think before answering; • remember by listening and watching; • analyze what's being said for accurate content; • use critical thinking and questioning to assess content; • evaluate the stated basis for decisions; • formulate a stated basis for decisions; • follow verbal Instructions; • follow task sequences; • obtain accurate answers; and • validate information before passing it along. 	<ul style="list-style-type: none"> • use sequential logic, make simple flow diagrams; • make organized subsets and tabulate information; • interpret trends; • apply cause-and-effect principles; • apply correlation equations and principles; • apply deductive and inductive reasoning to situations; • make working diagrams of physical situations; • conceptualize physical and chemical problems on paper; • organize problems for diagnosis; • apply background and academic knowledge to a problem; and • detect faulty data.

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Teamwork	Personal Attributes	Attitude
<ul style="list-style-type: none"> work effectively in a team context; work effectively under stress; provide support to others (e.g., staff, peers, management, customers); and foster creativity and innovation. 	<ul style="list-style-type: none"> take the initiative as the situation demands; assume responsibility for own decisions and actions; maintain high standards of personal behavior; demonstrate a positive self-concept, pride, responsibility, self-reliance, motivation, persistence and intellectual curiosity; follow verbal and written instructions; persist until the job is done; work without close supervision; and work effectively under stress. 	<ul style="list-style-type: none"> accept personal responsibility for production and quality; keep personal conflicts from impeding job performance; seek new challenges; apply ethical principles to behavior; respond constructively to constructive criticism; project and maintain a professional image; and demonstrate appropriate codes of conduct, values, honesty, integrity, dependability, flexibility and pride.

Grades 9 - 12 PERFORMANCE STANDARDS *continued*

Educational experiences will assure that students:	Educational experiences will assure that students:
Adaptability	Customer Service Skills
<ul style="list-style-type: none"> • accept changes without complaint; • perform more than one assignment as required; • recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job; • adjust personal style according to the demands of the situation and the individual involved; • handle several projects or tasks simultaneously; and • transfer newly-acquired knowledge and skills to new situations. 	<ul style="list-style-type: none"> • adopt a customer service orientation; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor the implementation plan and take action whenever necessary; • identify customer needs; • inform customers when needs cannot be met; • make alternate recommendations; • demonstrate good salesmanship; and • analyze customer feedback to improve the internal customer support process.

Government, Education and Human Services Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Government, Education and Human Services Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
- explore a range of careers and acquire specific knowledge or experience in the Government, Education and Human Services Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills, including counseling, mediating, managing, regulating, intervening and educating in Government, Education and Human Services.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills, including counseling, mediating, managing, regulating, intervening and educating in Government, Education and Human Services.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Speaking and Listening Skills	Scientific Knowledge and Skills	Problem-Solving and Analytical Skills
<ul style="list-style-type: none"> • give and follow oral instructions; • communicate ideas clearly and concisely in individual and group situations; • interview and elicit pertinent information; • conduct and participate in meetings; • use professional terminology correctly; • phrase concepts correctly; • recruit and utilize volunteers; and • phrase legal concepts clearly. 	<ul style="list-style-type: none"> • have general knowledge of psychology and physiology; • have knowledge of physiological and perceptual disorders such as learning disabilities and perceptual handicaps; • have knowledge of problems of adolescents and influences of the environment; • have knowledge of psychosis, personality disorder, psychopathology and violence; • have knowledge of the processes of normal human behavior, such as motivation, emotion and neurosis; • have knowledge of group therapy techniques such as client client-centered behavior modification techniques; <p style="text-align: center;"><i>(Continued)</i></p>	<ul style="list-style-type: none"> • analyze and interpret laws and regulations; • gather and analyze data; • use resources efficiently; • have strong organizational skills; • conduct studies; and • develop effective solutions to various problems.

Grades 9 - 12 PERFORMANCE STANDARDS *continued*

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Computer Skills	Scientific Knowledge and Skills <i>(Continued)</i>	Occupation- Specific Knowledge and Skills
<ul style="list-style-type: none"> • use word processing programs; • use database programs; • understand and use basic computer tool operations; • have knowledge of the functioning and use of information systems and technology; • have knowledge of data processing and data communications equipment; use the keyboard, disks, printers and related equipment; • have basic knowledge of computer systems, software, tape record layout, file organization, maintenance and other related factors; • have basic knowledge of the concepts of the network and microcomputer operating system; • have knowledge of the functioning and use of information systems and technology; • have knowledge of data processing and data communication equipment; • have knowledge of state and national communication and information systems; and • use software packages appropriate to the job. 	<ul style="list-style-type: none"> • have knowledge of first aid procedures; • have knowledge of various symptoms caused by non prescription drugs; • have knowledge of principles and practices involved in the care, custody and rehabilitation of youth; • have knowledge of principles and practices of family therapy; • apply general scientific knowledge in a variety of circumstances (e.g., environment); • have knowledge of science and scientific terminology; and • have knowledge of toxic and flammable substances. 	<ul style="list-style-type: none"> • have knowledge of services provided by various agencies and providers; • have knowledge of community resources and services; • have knowledge of relevant state and federal laws; • have knowledge of basic office methods and procedures; • have knowledge of basic office equipment; • logically analyze problem situations and develop workable solutions; • assess client behavior in terms of desired objectives and in relation to others; • mediate problems; • assess individual behavior and observe changes in clients; • gather information and prepare reports; • interpret statutes, laws and regulations; • comprehend trends in public policy; • develop solutions and strategies to implement public policy goals; • have the ability to maintain a complex set of records; • have the basic knowledge of public relations skills; • analyze and troubleshoot simple operational and data communications problems; • interpret flow charts; • analyze and evaluate data; • develop solutions and strategies to address public safety concerns; <p align="right"><i>(Continued)</i></p>

Grades 9 - 12 PERFORMANCE STANDARDS <i>continued</i>	
---	--

Educational experiences will assure that students:

Occupation- Specific Knowledge and Skills <i>(Continued)</i>
--

- interpret statutes, regulations, case law, legal documents and other written materials;
- work with diverse groups and exhibit cultural sensitivity;
- have knowledge of early childhood education;
- have knowledge of policies, procedures and philosophies of the appropriate institution;
- have knowledge of disciplinary techniques and guidelines for their use;
- recognize nonverbal communication such as body language;
- have expertise in legal research techniques;
- have basic knowledge of legislative and administrative government processes;
- have knowledge of law enforcement practices and routines;
- have knowledge of relevant agency policies; and
- learn state and municipal laws, regulations and procedures.

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Teamwork	Personal Attributes	Customer Service Skills
<ul style="list-style-type: none"> • work effectively in a team context; • follow verbal and written instructions; • take initiative as the situation demands; • provide support to others (e.g., staff, peers, management, customers); and • foster creativity and innovation. 	<ul style="list-style-type: none"> • take the initiative as the situation demands; • take responsibility for their own decisions and actions; • maintain high standards of personal behavior; • demonstrate a positive self-concept, responsibility, self-reliance, motivation, persistence and intellectual curiosity; • follow verbal and written instructions; • persist until the job is done; • work without close supervision; • work effectively under stress; • accept personal responsibility for production and quality; • keep personal conflicts from impeding job performance; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; • maintain a professional image; and • demonstrate appropriate codes of conduct, values, honesty, integrity, dependability, flexibility and pride. 	<ul style="list-style-type: none"> • adopt a customer service orientation; • gather information from various sources to identify prospective customers and markets; • communicate with customers in a professional manner; • maintain accurate and complete information about customers; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor an implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met; • make alternate recommendations; and • analyze customer feedback to improve the internal customer support process.

Grades 9 - 12 PERFORMANCE STANDARDS <i>continued</i>	
Educational experiences will assure that students:	
Adaptability	
<ul style="list-style-type: none">• accept changes without complaint;• perform more than one assignment as required;• recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job;• adjust personal style according to the demands of the situation and individual involved;• handle several projects or tasks simultaneously; and• transfer newly acquired knowledge and skills to new situations.	

Health and Biosciences Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Health and Biosciences Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
- explore a range of careers and acquire specific knowledge or experience in the Health and Biosciences Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills; including examining, treating, prescribing, administering, monitoring, researching and analyzing in Health and Biosciences.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills, including examining, treating, prescribing, administering, monitoring, researching and analyzing in Health and Biosciences.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Investigation Skills	Physical and Biological Sciences	Speaking, Listening and Processing Skills
<ul style="list-style-type: none"> • use comparisons, contrasts, sequences; • use sampling and testing principles; • distinguish relevant from irrelevant information; • assess the reliability of sources used; • make critical judgments; and • apply basic scientific method. 	<ul style="list-style-type: none"> • apply temperature, pressure and volume relations concepts; • apply principles of safe handling of hazardous materials; • use basic measurement instruments; • apply basic animal science knowledge; • apply basic human anatomy knowledge; • apply basic biochemistry knowledge; • apply basic biology knowledge; • apply basic chemistry knowledge; • apply basic immunobiology knowledge; • apply basic microbiology knowledge; • apply basic molecular biology knowledge; • apply basic organic chemistry knowledge; • apply basic physiology knowledge; • apply basic virology knowledge; • apply basic zoology knowledge; and • apply basic toxicology knowledge. 	<ul style="list-style-type: none"> • phrase technical concepts clearly; • formulate questions to get clarification; • repeat information accurately; • use appropriate medical and technical terminology correctly; • follow verbal instructions; • remember by listening and watching; • think about what is not said; • assess a speaker's understanding of the situation; • wait and think before speaking and answering; • use critical thinking and questioning to assess content; • analyze what is being said for accurate content; • obtain accurate answers; • transcribe information with accuracy and precision; and • validate information before passing it along.

Grades 9 - 12 PERFORMANCE STANDARDS *continued*

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Logic	Problem-Solving and Analytical Skills	Related Technical Knowledge
<ul style="list-style-type: none"> • apply cause-and-effect principles; • apply correlation equations and principles; • apply deductive and inductive reasoning to situations; • organize information for diagnosis; and • interpret basic information. 	<ul style="list-style-type: none"> • apply background and academic knowledge to a problem; • test the premise; • detect faulty data; • understand troubleshooting vs; long-term problem solving; • make organized subsets and tabulate information; • provide examples for comparison; and interpret trends. 	<ul style="list-style-type: none"> • use principle instruments, such as microscopes, autoclaves, analyzers, centrifuges, shields and safety hoods; • know basic laboratory procedures such as pipetting, sterile technique, knowledge of factors such as pressure and air sensitivity; • perform inventory and supply maintenance; • know phlebotomy; • use aseptic techniques; • understand basic human growth and development; • know general preventive health practices, such as nutrition and stress management; • have an understanding of illness prevention; • know routine maintenance and calibration of equipment; • monitor quality of sample or specimen; and • know lifting techniques.
Computer Skills		
<ul style="list-style-type: none"> • use keyboard, disks, printers and peripheral devices; • input, retrieve, store and manipulate data; • use word processing programs; • use database programs; • use searching techniques; • use spreadsheet programs; • use drawing and graphics programs; and • use statistical programs. 		

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Attitude	Personal Attributes	Teamwork
<ul style="list-style-type: none"> • accept personal responsibility for production and quality; • keep personal conflicts from impeding job performance; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; • maintain a professional image; and • demonstrate appropriate codes of conduct, values, honesty, integrity, dependability, flexibility and pride. 	<ul style="list-style-type: none"> • take the initiative as the situation demands; • assume responsibility for their own decisions and actions; • maintain high standards of personal behavior; • demonstrate a positive self-concept, responsibility, self-reliance, motivation, persistence and intellectual curiosity; • follow verbal and written instructions; • persist until the job is done; • work without close supervision; and • work effectively under stress. 	<ul style="list-style-type: none"> • work effectively in a team context; • follow verbal and written instructions; • provide support to others (e.g., staff, peers, management, customers); and • foster creativity and innovation.

Grades 9 - 12 PERFORMANCE STANDARDS		
	Educational experiences will assure that students:	Educational experiences will assure that students:
	Adaptability	Customer Service Skills
	<ul style="list-style-type: none"> • accept changes without complaint; • perform more than one assignment as required; • recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job; • adjust their personal style according to the demands of the situation and individual involved; • handle several projects or tasks simultaneously; and • transfer newly acquired knowledge and skills to new situations. 	<ul style="list-style-type: none"> • adopt a customer service orientation; • gather information from various sources to identify prospective customers and markets; • communicate with customers in a professional manner; • maintain accurate and complete information about customers; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor an implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met; • make alternate recommendations; and • analyze customer feedback to improve internal customer support process.

Retail, Tourism, Recreation and Entrepreneurship Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Retail, Tourism, Recreation and Entrepreneurship Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
- explore a range of careers and acquire specific knowledge or experience in the Retail, Tourism, Recreation and Entrepreneurship Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills; including selecting, purchasing, catering, advising, coordinating and preparing in Retail, Tourism, Recreation and Entrepreneurship.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills; including selecting, purchasing, catering, advising, coordinating and preparing in Retail, Tourism, Recreation and Entrepreneurship.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Safety Skills	Computer and Office Equipment	Industry Knowledge
<ul style="list-style-type: none"> • show initiative on the job; • are able to locate and operate emergency exits and fire extinguishers; • demonstrate proper use of ergonomics; • demonstrate knowledge of basic first aid procedures; • demonstrate knowledge of emergency situation procedures (personal threats, loss of power, injury or other situations); and • demonstrate knowledge of accident prevention and reporting procedures. 	<ul style="list-style-type: none"> • know basic telephone operation and etiquette; • have basic knowledge of computer hardware and software; • use technology to solve problems and improve productivity; • use a photocopier to make quality copies; • operate fax machine to send a document; • demonstrate basic keyboard (register/ terminal) skills; • are proficient with point-of-sale registers and calculators; and • enter and receive data through a terminal or personal computer. 	<ul style="list-style-type: none"> • demonstrate an understanding of the employer's business (products and services provided and customers served); • demonstrate the ability to distinguish between good and bad service; and • demonstrate appropriate product knowledge.

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences in Grade 9-12 will assure that students:	Educational experiences in Grade 9-12 will assure that students:	Educational experiences in Grade 9-12 will assure that students:
Attitude	Personal Attributes	Teamwork
<ul style="list-style-type: none"> • work effectively under stress; • accept personal responsibility for production and quality; • keep personal conflicts from impeding job performance; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; • maintain a professional image; • demonstrate an understanding and tolerance of a wide variety of types of people; and • demonstrate appropriate codes of conduct, values, honesty, integrity, dependability, flexibility and pride. 	<ul style="list-style-type: none"> • are able to market themselves; • know the parameters of the job; • demonstrate appropriate personal hygiene, grooming and dress standards; • demonstrate good manners and common courtesy; • exhibit punctuality and commitment to the job; • take the initiative as the situation demands; • take responsibility for their own decisions and actions; • maintain high standards of personal behavior; • demonstrate a positive self-concept, responsibility, self reliance, motivation, persistence and intellectual curiosity; • follow verbal and written instructions; • persist until the job is done; • comply with policies and practices of their employers; and • work without close supervision. 	<ul style="list-style-type: none"> • show respect for co-workers and associates; • work effectively in a team context; • follow verbal and written instructions; • take initiative as the situation demands; • provide support to others (e.g. staff, peers, management, customers); • demonstrate problem-solving ability; and • foster creativity and innovation.

Grades 9 - 12 PERFORMANCE STANDARDS		
Educational experiences will assure that students:	Educational experiences will assure that students:	
Internal and External Customer Service Skills	Adaptability	
<ul style="list-style-type: none"> • adopt a customer service orientation; • gather information from various sources to identify prospective customers and markets; • communicate with customers in a professional manner; • maintain accurate and complete information about customers; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor an implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met; • make alternate recommendations; and • analyze customer feedback to improve the internal customer support process. 	<ul style="list-style-type: none"> • accept changes without complaint; • perform more than one assignment as required; • recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job; • adjust their personal style according to the demands of the situation and individual involved; • handle several projects or tasks simultaneously; and • transfer newly acquired knowledge and skills to new situations. 	

Technologies: Manufacturing, Communications and Repair Cluster

By the end of Grade 12, students will have learned how to apply the academic, technical and employability skills needed for success in the Technologies: Manufacturing, Communications and Repair Cluster in higher education and the workplace, and to manage their personal lives.

Program Goals

As a result of education in Grades K-12, students will:

- embrace work and career as part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits, including pride in good workmanship, dependability and regular attendance, that are valued in the workplace;
- explore a range of careers and acquire specific knowledge or experience in the Technologies: Manufacturing, Communications and Repair Cluster;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and utilize problem-solving and analytic skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Technical and Employability Content Standards

Technical Content Standard

Students will demonstrate technical knowledge and skills; including designing, fabricating, manufacturing, assembling, troubleshooting, operating, installing and maintaining in Technologies: Manufacturing, Communications and Repair.

Employability Content Standard

Students will demonstrate appropriate employability traits and skills, including, team work, customer service, responsibility, adaptability and persistence.

Technical Content Standard:

Students will demonstrate technical knowledge and skills, including designing, fabricating, manufacturing, assembling, troubleshooting, operating, installing and maintaining in Technologies: Manufacturing, Communications and Repair.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Diagnostics	Data Interpretations	Tools and Equipment
<ul style="list-style-type: none"> • use basic hand tools; • test equipment; • troubleshoot and repair equipment and/or give recommendations for repair; • apply physics principles associated with mechanics, pneumatics, hydraulics, electronics and electricity to job tasks; • apply electrical and mechanical variables and measurement principles, including the concepts of accuracy, repeatability and process tolerance to job tasks; • use programmable controllers; • use mechanical measuring equipment, including scales, calipers, verniers and dial indicators to measure both linear and circular dimensions; and • use electrical measuring equipment and devices, including voltmeter, ampere, ohm meters, frequency counters, and oscilloscopes, to take basic measurements of electrical circuit performance. 	<ul style="list-style-type: none"> • interpret values from test equipment; • interpret measuring instruments; • interpret setup charts; • interpret data-gathering charts, scatter diagrams, pareto diagrams, histograms and statistical charts; • estimate materials and volume; • interpret results from quantitative data; • interpret two-dimensional drawings; • determine quality level to decide whether or not to continue process; and • apply OSHA safety and hazardous material regulations to job tasks. 	<ul style="list-style-type: none"> • demonstrate mechanical aptitude; • perform electrical soldering; • set up and operate simple machine tools such as a lathe, vertical mill, drill press, saw, Bridgeport and surface grinder; • select tool types based on materials and features to be machined; and • use offsets to finish setup and begin operation.

Grades 9 - 12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	
Communications	Computer Knowledge and Skills	
<ul style="list-style-type: none"> • maintain reports and data sheets; • write test reports; • prepare service bills; • maintain a disciplined laboratory notebook that thoroughly and accurately describes experimental concepts, setup, procedures and results obtained; • write a technical report that summarizes an experiment; • complete a status report and machine log; • record data during the fabrication process; • apply legal requirements and government regulations to job tasks; • identify and obtain sources of information about customer needs; • apply data analysis techniques to job tasks; • monitor quality and improvement processes; • investigate a product and/or process deviation and the root cause of deviation; • build processes and prototypes according to internal product design, engineering instructions and customer specification; • set quality criteria and test outcome against those criteria; • apply line and work station setup and machine capability to job tasks; and • maintain inventory levels, quality, availability and flow. 	<ul style="list-style-type: none"> • operate a personal computer; • use word processing software; • use spreadsheet software; • use database software; • use CAD/CAM systems; • use CD-ROM's; • operate a basic operating system, including file and directory maintenance, and backup; • enter simple data, including personal information and alphanumeric variable data, following menu-driven instructions on the screen and/or clearly defined user documentation; • apply computer concepts to job tasks such as labels, analysis, technical manuals, charts and graphs, sales journal, mail merge, electronic mail, teleconferencing and fax; • apply CNC machinery control concepts and operation with one or more commonly used controllers and languages to job tasks; • change machine setup and load a new program into the controller; • operate CNC machinery with one or more commonly used controllers and languages; • apply basic computer concepts to job tasks; 	

(Continued)

Grades 9 - 12 PERFORMANCE STANDARDS
--

	Educational experiences will assure that students:	
--	--	--

	Computer Knowledge and Skills <i>(Continued)</i>	
--	---	--

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• concepts include data communications, hardware and software, networking, microcomputer systems, dos, programming, keyboarding, database management, microprocessors and local area network;• apply computer concepts to job tasks such as maintaining lists, payroll and sales information, profit/loss statements, accounts payable and receivable, balance sheets, general ledger inventory and taxes; and• apply computer concepts to job tasks such as graphic design and layout and newsletters. | |
|--|---|--|

Employability Content Standard:

Students will demonstrate appropriate employability traits and skills, including team work, customer service, responsibility, adaptability and persistence.

Grades 9-12 PERFORMANCE STANDARDS

Educational experiences will assure that students:	Educational experiences will assure that students:	Educational experiences will assure that students:
Attitude	Personal Attributes	Teamwork
<ul style="list-style-type: none"> • accept personal responsibility for production and quality; • keep personal conflicts from impeding job performance; • seek new challenges; • apply ethical principles to behavior; • respond constructively to constructive criticism; • demonstrate appropriate codes of conduct, values, honesty, integrity, dependability, flexibility and pride; and maintain a professional image. 	<ul style="list-style-type: none"> • take the initiative as the situation demands; • assume responsibility for their own decisions and actions; • maintain high standards of personal behavior; • demonstrate a positive self-concept, responsibility, self-reliance, motivation, persistence and intellectual curiosity; • follow verbal and written instructions; • persist until the job is done; • work without close supervision; and • work effectively under stress. 	<ul style="list-style-type: none"> • work effectively in a team context; • follow verbal and written instructions; • take the initiative as the situation demands; • provide support to others (e.g., staff, peers, management, customers); and • foster creativity and innovation.

Grades 9-12 PERFORMANCE STANDARDS

	Educational experiences will assure that students:	Educational experiences will assure that students:
	Adaptability	Customer Service Skills
	<ul style="list-style-type: none"> • accept changes without complaint; • perform more than one assignment as required; • recognize that changeovers, breakdowns and emergencies that demand doing different tasks are an integral part of the job; • adjust their personal style according to the demands of the situation and the individual involved; • handle several projects or tasks simultaneously; and • transfer newly acquired knowledge and skills to new situations. 	<ul style="list-style-type: none"> • adopt a customer service orientation; • gather information from various sources to identify prospective customers and markets; • communicate with customers in a professional manner; • maintain accurate and complete information about customers; • document and process customer information and orders; • interpret customer information to identify needs; • offer options to problems and negotiate solutions; • show customers how to implement solutions and training; • monitor an implementation plan and take action whenever necessary; • identify new customer needs; • inform customers when needs cannot be met; • make alternate recommendations; and • analyze customer feedback to improve the internal customer support process.

State of Connecticut

John G. Rowland, Governor

State Board of Education

Amparo Adib-Samii
Janet M. Finneran
Beverly P. Greenberg
Michael Helfgott
Terri L. Masters
Timothy J. McDonald
Allan B. Taylor
Craig E. Toensing
Annika L. Warren

Andrew J. De Rocco (ex officio)
Commissioner of Higher Education

Theodore S. Sergi
Commissioner of Education

Benjamin Dixon
Deputy Commissioner of Education

**Connecticut State
Department of Education**

Division of Educational Programs and Services

Leslie M. Avera
Associate Commissioner

Deborah A. Koval
Publications Coordinator

Connecticut Learns Unit

Judith Andrews
Susan Binkowski
Ann Gaulin
Karen Halliday
Stephen Hoag
Milton Natusch
Joseph Petrone
Angela West

Publications Office

Marsha J. Howland
Director of Publications

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation or past present history of mental disorder, learning disability or physical disability.